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ABSTRACT

This volume contains the 20 standards and indicators against which professional education units (schools, colleges, or departments of education) are evaluated to determine their accreditation status. It also contains salient National Council for Accreditation of Teacher Education (NCATE) policies and procedures and an overview of NCATE's governance structure. Chapter 1, "Scope and Mission," covers NCATE activities and relationship with other agencies and details the scope of NCATE accreditation. Chapter 2, "NCATE Standards," describes the development of 1995 standards and the four categories of NCATE standards: design of professional education, candidates in professional education, professional education faculty, and the unit for professional education. Chapter 3, "Accreditation Procedures," covers application, preconditions, annual reports, third-party testimony, public announcement, initial review, continuing review, accreditation action, appeals, and description of a guide to accredited education units/ programs. Chapter 4, "Accreditation Policies," describes treatment of innovation and experimentation, representation to the public, fees, on-site review postponement, voluntary withdrawal, public disclosure, ethical guidelines for institutions, and complaint review. Chapter 5, "NCATE Relationship with States," describes a partnership program, participation of state authorities on in-state visiting teams, and reciprocity. Chapter 6, "Governance and Evaluation of NCATE," details governing boards, board of examines, guidelines for ethical and professional participation, confidentiality policy, and NCATE self-evaluation. Contains a glossary. (JB)

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National Council for Accreditation of Teacher Education

Standards Procedures & Policies

for the

Accreditation of Professional Education Units

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Standards, Procedures, and Policies for the Accreditation of Professional Education Units

National Council
for Accreditation
of Teacher Education

1995 Edition

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1 Mission and Scope

NCATE's *Standards, Procedures, and Policies for the Accreditation of Professional Education Units* contains the 20 standards and indicators against which professional education units (schools, colleges, or departments of education) are evaluated to determine their accreditation status. It also contains salient NCATE policies and procedures related to the accreditation process, and provides an overview of NCATE's governance structure. Institutions undergoing NCATE's review process for accreditation should also refer to the NCATE *Handbook for Institutional Visits* and *Handbook for Continuing Accreditation Visits* for additional guidance on preparations for an initial or continuing accreditation visit.

NCATE is governed by the education profession, both the practicing and preparation arms, and by others who have a stake in the outcomes of professional teacher preparation programs. Thus, membership of the governing boards includes professional associations that represent four constituent groups: (1) teacher education, (2) teachers, (3) state and local policymakers, and (4) professional specialty areas. See Table 1 for a list of constituent members.

NCATE, headquartered in Washington, D.C., was founded in 1954. Five groups were instrumental in its creation: the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA), the National Council of Chief State School Officers (now CCSSO), and the National School Boards Association (NSBA). NCATE, as an independent accrediting agency, replaced the accreditation function within teacher education previously conducted under the auspices of AACTE.

Mission

The essential function of accreditation is to provide professional judgment of the quality of the education unit,[1] and to encourage continuous improvement of the unit. Thus, *accountability* and *improvement* in teacher preparation are central to the mission of NCATE. NCATE-accredited institutions are:

- required to provide quality professional education that fosters competent practice of graduates; and
- encouraged to meet rigorous standards of excellence developed by the profession.

[1] *The professional education unit is the school, college, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other professional school personnel.*

Table 1: NCATE Constituent Members

Teacher Educator Organizations

American Association of Colleges for Teacher Education

Association of Teacher Educators

Teacher Organizations

American Federation of Teachers

National Education Association

Policymaker Organizations

Council of Chief State School Officers

National Association of State Boards of Education

National School Boards Association

Subject-Specific Organizations

American Alliance for Health, Physical Education, Recreation, and Dance

Council of Learned Societies in Education

International Reading Association

National Council for the Social Studies

National Council of Teachers of English

National Council of Teachers of Mathematics

National Science Teachers Association

Child-Centered Organizations

Association for Childhood Education International

Council for Exceptional Children

National Association for the Education of Young Children

National Middle School Association

Technology Organizations

Association for Educational Communications and Technology

International Society for Technology in Education

International Technology Education Association/Council on Technology Teacher Education

Specialist Organizations

American Library Association/American Association of School Librarians

National Association of School Psychologists

Administrator Organizations

American Association of School Administrators

Association for Supervision and Curriculum Development

Association of School Business Officials International

National Association of Elementary School Principals

National Association of Secondary School Principals

Other

National Board for Professional Teaching Standards

Public Representatives

Student Representatives

NCATE designs and implements a process of voluntary peer review of professional education units that:

- ensures that requirements for accreditation are related to established knowledge and sound professional practice;
- establishes and upholds national standards of excellence; and
- strengthens the quality and integrity of professional education units.

Accreditation is the process by which the profession of teaching declares its expectations for teacher education and applies these expectations to institutions that prepare members of the profession.

NCATE establishes standards and procedures to carry out the accreditation process, provides training for those who conduct on-site reviews, determines the accreditation status of institutions, and publishes an annual guide of accredited units which identifies accredited institutions to the public.

Through the accreditation process, NCATE provides assurance to the public that professionally accredited units have met national professional standards.

The Late 20th Century: Decades of Change

Throughout the 1980s and 1990s, NCATE has operated in a context of proactive response to a national demand for education reform. The nation has reached consensus that American education must be transformed to meet the needs of the emerging information society. Policymakers and the public are calling for national standards for what children should know and be able to do. Attaining this goal will require teachers who meet high professional standards.

Policy analysts have noted that schools still operate on a "factory" model geared to the industrial society. Today's society needs a workforce that can solve problems, apply knowledge, and reason analytically. At the same time, American society is becoming more diverse, with students in classrooms drawn from many cultures and ethnic groups. Preparing teachers to teach students with diverse needs how to meet society's demands for high performance has created a new agenda for educators and policymakers. To meet these changing needs, norms in teacher preparation and licensing are changing.

Education reform must include the reform of teacher preparation. Reaching the nation's education goals will require greater expertise on the part of the teaching force. High standards within the profession's quality assurance mechanisms of accreditation, state licensing, and advanced board certification are essential. To advance the reform of teacher preparation, NCATE is working with other education organizations to ensure that accreditation, licensing, and advanced certification standards are compatible.

A Vision of the Professional Teacher

NCATE believes that every child should be taught by teachers who are well-prepared and competent. A shared vision of teacher education includes the following tenets:

All children can and should learn.

Accredited schools, colleges, and departments of education should:

- ensure that new teachers meet accepted standards of practice, and attain the necessary knowledge, skills, and dispositions to teach independently;
- build a body of professional knowledge, and disseminate it through the professional community;
- commit to preparing teachers for a diverse community of students;
- encourage collegiality, reflective practice, continuous improvement, and collaboration among educators and learners; and
- view teacher preparation and development as a continuum, moving from preservice preparation to supervised beginning practice to continuing professional development.

Likewise, the new professional teacher who graduates from a professionally accredited school, college, or department of education should be able to:

- explain instructional choices based on research-derived knowledge and best practice;
- apply effective methods of teaching students who are at different developmental stages and have different learning styles, or come from culturally diverse backgrounds;
- reflect on practice, and receive and act on feedback; and
- create meaningful learning experiences for P-12 students.

This teacher has gained those abilities through:

- a broad liberal arts education;
- in-depth study of the teaching field;
- a foundation of professional knowledge upon which to base instructional decisions;
- diverse, well-planned, and sequenced experiences in P-12 schools; and
- an assessment of competence to practice, through an array of performance measures.

Authority for Accreditation Activities

The National Council for Accreditation of Teacher Education (NCATE) has sole responsibility for the national accreditation of college and university units for the preparation of teachers and other professional school personnel at the elementary, middle, and secondary levels.

NCATE is recognized for this purpose by the U.S. Department of Education and the Commission on Recognition of Postsecondary Accreditation (CORPA). NCATE's national, professional, and specialized scope ensures that common standards and evaluation procedures are used to determine accreditation in professional education.

NCATE Activities

NCATE's activities include:

1. systematically evaluating and revising accreditation standards and developing new standards;
2. evaluating, refining, and implementing policies and procedures to administer the accreditation process;
3. conducting institutional visits to evaluate professional units;
4. maintaining channels through which its constituent members, professional education units, and other groups, including the public, may recommend changes in NCATE's policies, standards, and procedures;
5. collecting, compiling, and analyzing data from annual reports prepared by institutions;
6. determining the final accreditation status of those professional education units seeking NCATE accreditation;
7. publishing an annual guide to the institutions whose professional education units are accredited by NCATE;
8. convening a review panel of the Appeals Board to hear, as necessary, appeals of adverse decisions made by NCATE governance boards;
9. reviewing allegations of unsatisfactory conditions at accredited professional education units;
10. providing training for members of the Board of Examiners and the Unit Accreditation Board, whose reviews determine the accreditation status of the unit;
11. updating, as necessary, principles and procedures for establishing and maintaining partnerships with states to ensure quality preparation in colleges and universities;
12. updating, as necessary, rules for approval of national curriculum guidelines for the preparation of education specialists and teachers to teach at a specified grade level or a specific subject area; and
13. implementing a communications program to provide improved outreach to stakeholders in the education community.

NCATE'S Relationship with Other Nationally Recognized Accrediting Agencies

All institutions applying for accreditation or currently accredited by NCATE must be fully accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education and by CORPA. Institutional accreditation focuses on institutions as entities, rather than on separate programs or departments within the institution. Six regional institutional accrediting agencies are so recognized, each with its own geographic service area, standards, policies, and approach to meeting its responsibilities. Institutional accreditation focuses on an institution's objectives, the quality of its programs, the effectiveness of its administration, its general financial stability and oversight of federal monies, the strength of its faculty and library, and the quality of its student services.

In addition, NCATE accepts the decisions of CORPA-recognized accrediting bodies that review and approve certain professional education programs—for example, music education and school counseling. Institutions preparing for NCATE review do not have to submit descriptions (or curricula) for any programs that are currently approved by another recognized programmatic or specialized accrediting agency.

Recognized Regional Institutional Accrediting Agencies

Accreditation by the appropriate association is required as a precondition to NCATE accreditation. The following regional institutional accreditation agencies are recognized by the U.S. Department of Education: Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; and the Western Association of Schools and Colleges.

Scope of NCATE Accreditation

Specialized and programmatic accreditation focuses on professional and academic areas within a college/university and speak to the quality of an individual program/unit, but not to the institution as a whole. NCATE is a specialized, nongovernmental, national professional accrediting agency.

The Professional Education Unit

NCATE accredits professional education units in U.S. colleges and universities that prepare professional educators to staff school programs for children and youth from preschool through grade 12. The evaluation of a unit is an examination of its capacity to effectively deliver its preparation programs.

The professional education unit is the school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel. Not all programs for the preparation of school personnel need to be administratively located within the unit. However, NCATE's governance standards require that all professional education programs be organized, unified, and coordinated by the unit.

In most institutions, one professional education unit is primarily responsible for professional education programs at both the initial teacher preparation and advanced levels. However, NCATE will accept two separate units—one for initial teacher preparation and another for the advanced level at the same institution (e.g., initial teacher preparation is housed in a department of education in the School of Arts and Sciences while the advanced unit is located in a separate Graduate School of Education). In the case of two different units with responsibility for professional education, each unit must address the NCATE standards at the level for which the unit is responsible.

The professional education unit must include in its accreditation review *all* initial teacher preparation and advanced programs offered by the institution for the purpose of preparing teachers and other professional education personnel to work in preschool through grade 12 school settings. Although these programs are often tied to state licensure, a state licensure requirement is *not* a prerequisite for NCATE review. For example, not all states require a license for pre-kindergarten or middle school teachers. Nevertheless, these programs must be included in the NCATE review if the institution offers a program preparing candidates to work in these areas.

NCATE's scope includes advanced programs (e.g., a master's degree) designed for the continuing professional development of practicing teachers; in some, but not all states, these advanced programs lead to a new license. All advanced programs that prepare candidates for a new role in schools (e.g., school psychologist or principal) also must be included in the accreditation review. Advanced programs for the preparation of the professoriate or non-school personnel are not within NCATE's scope of authority.

Institutional Structures

Institutions are organized in a variety of ways to carry out their mission and meet the needs of the population they serve. The institution's structure helps determine the scope of the NCATE review as described on the following pages. Institutions must disclose their institution's structure on the "Intent to Seek NCATE Accreditation" form.

Branch Campuses

A *dependent* branch campus is one that does not have its own, separate regional accreditation; it must be included in the NCATE review of the parent campus. An *independent* branch campus

has its own regional accreditation separate from the parent institution and may seek NCATE accreditation on its own. An institution with independent branch campuses may choose to seek accreditation as a single multicampus professional education unit or as separate professional education units. In the latter case, on-site visits do not have to occur simultaneously. This declaration must be made in an institution's application for initial or continuing accreditation.

If an institution and branch campuses are evaluated as a single professional education unit and a standard is found unmet on one campus, the standard will be considered unmet for all branches of the unit. If accreditation is denied, it will be denied to all campuses. If an institution and branch campuses are evaluated as separate units, separate accreditation decisions will be made for each campus.

Centers

A *center* is an educational entity, such as a research institute, professional development school or lab school, that is derived from and not independent of the professional education unit. *All* centers that prepare professional educators for school settings from preschool through 12th grade must be evaluated by the NCATE review team as part of the professional education unit. All centers must be identified by the institution when it files its "Intent to Seek NCATE Accreditation" form, and must be described in the institutional report. The Board of Examiners team assigned to the institution will visit one or more of the centers as determined by NCATE. If centers are located far from the parent institution, a representative of the Board of Examiners may be asked to conduct an on-site visit at the center and prepare a report for the assigned review team.

Consortia

A *consortium* is two or more institutions working together in the administration and delivery of one or more programs in professional education. *All* consortium arrangements for the delivery of professional education must be included as part of the institution's professional education unit. When a consortium is *the* professional education unit for two or more institutions, those institutions should seek joint accreditation.

Off-Campus Programs

An *off-campus program* is a program administered by the institution with instruction provided at sites other than the main campus (e.g., programs taught on weekends and/or nights in another state or in a school in another city). *All* off-campus programs that prepare professional educators for school settings from preschool through 12th grade must be included as part of the institution's professional education unit. They will be evaluated by the NCATE review

team as part of the professional education unit. All off-campus programs must be identified by the institution when it files the "Intent to Seek NCATE Accreditation" form and must be described in the institutional report. The Board of Examiners team assigned to the institution will visit one or more of the off-campus programs as determined by NCATE and the team chair.

If off-campus programs are far from the parent institution, a representative of the Board of Examiners may be asked to conduct an on-site visit to that program and prepare a report for the assigned review team. If the unit includes several off-campus programs, the number of Board of Examiners team members may be increased to permit adequate data collection.

Overseas Programs

Overseas programs in professional education offered by an institution seeking accreditation *must* be included as part of the institution's professional education unit. On-site reviews will be required only if the overseas program is extensive. Whether an on-site review should occur will be determined by the NCATE staff and the chair of the BOE team in consultation with institutional representatives. The institution will be responsible for covering all expenses for a BOE team or the team's representatives to conduct an overseas visit. The number of sites to be visited, whether the BOE team should be expanded, and the time of the visit will be determined by the NCATE staff and the BOE team chair. If accreditation is denied or revoked, the decision will apply to both the parent institution and all overseas programs.

Change in Scope of Accreditation

NCATE's status as an accrediting agency recognized by the U.S. Department of Education and by the Commission on Recognition of Postsecondary Accreditation (CORPA) is based on its scope of accreditation as outlined in the previous section. NCATE is required to submit to the Department of Education and to CORPA any proposed changes in its policies, procedures, or accreditation standards that might alter its scope of recognition by those agencies.

2 NCATE Standards

NCATE is part of an evolving system of quality assurance for the teaching profession. Throughout the 1980s, calls for education reform and higher standards for students and teachers framed the reform agenda. NCATE was at the forefront of this effort with its 1987 redesign of accreditation standards that, for the first time, accredited the school, college, or department of education as a whole. Prior to 1987, NCATE was authorized to accredit 12 discrete program categories within the education unit.

After a period of review and analysis in the early 1990s, the 1987 unit standards underwent further refinement, and a new iteration of standards was adopted by NCATE's Executive Board in 1994. These refined standards are referred to as the *1995 standards*, because they were first applied to accreditation reviews beginning in 1995.

Development of 1995 Standards

The development of the 1995 standards was guided by a vision of quality. Three themes signaling quality in a school of education are intellectual vitality, professional community, and professional conscience (Gideonse, et al.).[2]

Intellectual vitality requires investigation of current practices, and demands reflection about the future, based on current knowledge. One of the hallmarks of a profession is the mastery, by the practitioner, of a body of knowledge that laypersons do not possess, and autonomy in practice based upon application of this knowledge. The knowledge bases of teaching, and of teaching specific content areas, have greatly expanded in the past 20 years. New research on teaching has propelled the formulation of P-12 student standards and teacher preparation standards, as well as new methods of teaching. NCATE expects accredited units to exhibit intellectual vitality in their application of the knowledge base.

The NCATE standards are designed to encourage units to develop a coherent program of study according to the current and emerging knowledge bases in the respective fields of inquiry (e.g., science and science education). Education units must demonstrate that the knowledge bases are understood by—and can be articulated and applied by—faculty and students alike.

The concept of *professional community* is central to the standards. A school or college of education and the P-12 schools with which it collaborates should share a vision about teacher preparation. Teacher educators are expected to work with practitioners, teacher candidates, and colleagues in the university to identify conceptual frameworks and be partners in professional growth of faculty at all levels.

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[2] *Gideonse, H.D., et al.* Capturing the vision: reflections of NCATE's redesign five years after *(Washington, D.C.: American Association of Colleges for Teacher Education, 1991).*

Professions embody deep and abiding values; teaching especially so. Ethical foundations for teaching involve *professional conscience*, defined as commitment to inquiry, knowledge, competence, caring, and social justice. Each of these is values is embedded in the NCATE standards.

NCATE standards were redesigned in the late 1980s, and first implemented in 1987, to serve as a lever for reform in teacher education, and to respond to the wide-ranging calls for reform of teacher preparation from policymakers, members of the public, and teachers themselves. The 1995 refined standards further clarify and reorganize the principles of the previous iteration of standards, and reflect evolving expectations within the field of teacher education.

In the 1995 standards, prospective teachers are expected, for the first time, to demonstrate specific skills as a result of their preparation. The focus on performance has yielded standards that emphasize the unit's role in monitoring candidates' progress throughout their program of study, and in requiring specific outcomes—assessed through a variety of performance measures—for program completion.

Introduction to NCATE's Standards (1995)

NCATE standards focus on the overall quality of the professional education unit.[3] They are inclusive of all professional education programs offered by the institution and coordinated by the education unit. The unit's policies, procedures, governance, administration, staffing, and resources should ensure that programs are of high quality. In responding to standards, institutions should indicate how the unit ensures that the standards are met.

Although the words *the unit ensures* and *quality* do not appear in each standard and indicator, each one should be read as if they did. In addition, words such as *effective, superior,* and *efficient* are not written in all standards, but are implied. NCATE expects units to ensure that their programs, admissions, candidates, and faculty are of the high quality expected by the profession.

The professional education unit is expected to meet these standards at a level judged acceptable at the time of its on-site review. However, in a profession where the knowledge bases are constantly expanding and professional practice improving, the level of quality is expected to rise over time. Units and programs are expected to undergo regular change and improvement through continuous review and refinement efforts such as designing new programs and phasing out others. Contextual factors such as institutional mission and geographic region may influence how the unit meets a standard, but they may not be used to exempt a

[3] *The professional education unit is the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other professional personnel. In most of the standards, it is referred to as the* unit.

NCATE's standards address four categories: Design of Professional Education, Candidates in Professional Education, Professional Education Faculty, and the Unit for Professional Education. There are 20 standards and 69 indicators within these four categories. The standards and their accompanying indicators should be used by the unit in its ongoing renewal and improvement activities.

> The indicators that accompany each standard are designed to provide evidence that the standard has been met. They are not standards in and of themselves. In determining that a standard is met, a Board of Examiners team will weigh the evidence provided for each indicator as well as other data germane to the standard. It is possible for a unit to meet a standard without addressing indicators. In such cases, other evidence for meeting the standard should be offered by the unit.

NCATE standards apply to both initial and advanced levels. For initial accreditation, a Board of Examiners team will make separate judgments about whether the following 20 standards are met at the initial level and whether they are met at the advanced level. *Note that several of the standards apply to the initial level only; one of the standards applies to the advanced level only.*

NCATE's Unit Accreditation Board reviews the report from the Board of Examiners team, the institution's rejoinder to that report, and the institutional report to determine accreditation at the initial and advanced levels. In deciding whether to accredit a professional education unit, the Unit Accreditation Board considers weaknesses and unmet standards. These provide an overall sense of the quality of the unit. It is technically possible to be denied accreditation when all standards have been met and there are weaknesses across many standards. The Unit Accreditation Board views the unit holistically in determining accreditation.

Table 2: NCATE Standards (1995)

Standards Category	Standards		Initial Teacher Preparation	Advanced Preparation
Design of Professional Education	I.A.	Conceptual Framework(s)	X	X
	I.B.	General Studies	X	
Curriculum	I.C.	Content Studies	X	
	I.D.	Professional and Pedagogical Studies	X	
	I.E.	Integrative Studies	X	
	I.F.	Advanced Professional Studies		X
Delivery	I.G.	Quality of Instruction	X	X
	I.H.	Quality of Field Experiences	X	X
Community	I.I.	Professional Community	X	X
Candidates in Professional Education	II.A.	Qualifications	X	X
	II.B.	Composition	X	X
	II.C.	Monitoring and Assessing Progress	X	X
	II.D.	Ensuring Competence	X	X
Professional Education Faculty	III.A.	Qualifications	X	X
	III.B.	Composition	X	X
	III.C.	Professional Assignments	X	X
	III.D.	Professional Development	X	X
The Unit for Professional Education	IV.A.	Governance and Accountability	X	X
	IV.B.	Resources for Teaching and Scholarship	X	X
	IV.C.	Resources for Operations	X	X

CATEGORY I

Design of Professional Education

STANDARD I.A

Conceptual Framework(s) (Initial & Advanced)

The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.[4]

Indicators:

I.A.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

- The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students.
- The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation.
- The framework(s) reflects multicultural and global perspectives which permeate all programs.
- The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

I.A.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.

- Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s).
- Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).

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[4] *At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.*

I.A.3 The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.

STANDARD I.B
General Studies for Initial Teacher Preparation (Initial)

The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.

Indicators:

I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

I.B.2 The general studies incorporate multicultural and global perspectives.

STANDARD I.C
Content Studies for Initial Teacher Preparation (Initial)

The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.

Indicators:

I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.

I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.

STANDARD I.D

Professional and Pedagogical Studies for Initial Teacher Preparation (Initial)

The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

Indicators:

I.D.1 Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about:

- the social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;
- the impact of technological and societal changes on schools;
- theories of human development and learning;
- inquiry and research;
- school law and educational policy;
- professional ethics; and
- the responsibilities, structure, and activities of the profession.

I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:

- research- and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;
- different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;
- variety of instructional strategies for developing critical thinking, problem solving, and performance skills;
- individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;
- effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;
- planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;
- formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner;

- collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;
- effective interactions with parents for supporting students' learning and well-being;
- the opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and
- educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.

STANDARD I.E
Integrative Studies for Initial Teacher Preparation (Initial)

The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.

Indicators:

I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students.

I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning.

STANDARD I.F
Advanced Professional Studies (Advanced)

The unit ensures that candidates become more competent as teachers or develop competencies for other professional roles (e.g., school library media specialist, school psychologist, or principal).

Indicators:

I.F.1 Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.

I.F.2 The guidelines and standards of specialty organizations are used in developing each advanced program.

I.F.3 Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

STANDARD I.G
Quality of Instruction (Initial & Advanced)

Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

***Indicators*:**

I.G.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.

I.G.3 Teaching reflects knowledge about and experiences with cultural diversity and exceptionalities.

I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.

STANDARD I.H
Quality of Field Experiences (Initial & Advanced)

The unit ensures that field experiences are consistent with the conceptual framework(s), are well-planned and sequenced, and are of high quality.

***Indicators*:**

I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to:

- relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;
- create meaningful learning experiences for all students;
- study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.

I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.

I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)

STANDARD I.I
Professional Community (Initial & Advanced)

The unit collaborates with higher education faculty, school personnel and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

***Indicators*:**

I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.

I.I.2 The unit develops agreements with schools and cooperating professionals to ensure that:

- student teaching, internships, and other field experiences are collaboratively designed and implemented, and
- candidates are supported in their achievement of the desired learning goals.

I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

CATEGORY II

Candidates in Professional Education

STANDARD II.A

Qualifications of Candidates (Initial & Advanced)

The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

Indicators:

II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.

- The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale.
- The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.
- The admission procedures for post-baccalaureate initial preparation programs and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.

II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.

II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.

STANDARD II.B

Composition of Candidates (Initial & Advanced)

The unit recruits, admits, and retains a diverse student body.

***Indicators*:**

II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.

II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.

II.B.3 The student body is culturally diverse.

II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.[5]

STANDARD II.C
Monitoring and Advising the Progress of Candidates (Initial & Advanced)

The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

***Indicators*:**

II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.

II.C.2 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.

[5] *The* Other *category refers to individuals who identify themselves as members of two or more of the categories listed.*

II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.

II.C.4 The ability of candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.

II.C.5 Criteria consistent with the conceptual framework(s) of programs are used to determine eligibility for student teaching and other professional internships.

II.C.6 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.

STANDARD II.D

Ensuring the Competence of Candidates (Initial & Advanced)

The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

***Indicators*:**

II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.

II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

CATEGORY III
Professional Education Faculty[6]

STANDARD III.A
Professional Education Faculty Qualifications (Initial & Advanced)

The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

***Indicators*:**

III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.

- Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments.
- Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship.
- Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences and exceptionalities and their instructional implications.
- Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology.
- Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s).
- School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice.
- Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.

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[6] *Professional education faculty are all considered a part of the professional education unit if they teach one or more courses in professional education, provide professional services to education students (e.g. advising or supervising student teachers), or administer some portion of the professional education program. Unless otherwise designated, professional education faculty include both higher education faculty and school-based personnel who supervise student teaching and/or other internships.*

III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated; and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them.

- The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.
- Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.

III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.

III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.

STANDARD III.B
Composition of Faculty (Initial & Advanced)
The unit recruits, hires, and retains a diverse higher education faculty.

***Indicators*:**

III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.

III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.

III.B.3 The faculty is culturally diverse.

III.B.4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; or Native American; or Other.[7]

[7] *The* Other *category refers to individuals who identify themselves as members of two or more of the categories listed.*

STANDARD III.C
Professional Assignments of Faculty (Initial & Advanced)

The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

Indicators:

III.C.1 Work load assignments accommodate faculty involvement in teaching, scholarship, and service, including curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching, scholarship, and service.

- The load for faculty teaching only undergraduate courses does not exceed 12 semester/quarter hours each semester/quarter.
- The load for faculty teaching only graduate courses does not exceed 9 semester/quarter hours.
- The load for faculty teaching a combination of undergraduate and graduate courses is an appropriate proration of 12 and 9 semester/quarter hours.
- Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments do not exceed a ratio of 18 full-time students to one full-time faculty member.)
- Faculty who direct graduate projects (e.g., masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.

STANDARD III.D
Professional Development of Faculty (Initial & Advanced)

The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

***Indicators*:**

III.D.1 Policies and practices encourage professional education faculty to be continuous learners.

III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.

III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.

III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.

CATEGORY IV

The Unit for Professional Education

STANDARD IV.A

Governance and Accountability of the Unit (Initial & Advanced)

The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

Indicators:

IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.

IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.

IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.

- There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.
- The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the program's conceptual framework(s).
- There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.
- Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.

IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.

IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.

IV.A.6 School faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and/or advisory bodies.

IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.

STANDARD IV.B
Resources for Teaching and Scholarship (Initial & Advanced)
The unit has adequate resources to support teaching and scholarship by faculty and candidates.

***Indicators*:**

IV.B.1 Support for professional development is at least at the level of other units in the institution.

IV.B.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.

IV.B.3 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.

IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.

IV.B.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.

IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.

STANDARD IV.C
Resources for Operating the Unit (Initial & Advanced)

The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

Indicators:

IV.C.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.

IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.

IV.C.3 Facilities and equipment are functional and well-maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.

Continuous Review of NCATE Standards

The Constitution of the National Council for Accreditation of Teacher Education (Article IX) states:

> Responsibility for carrying on a systematic program of evaluation of standards and the development of new and revised standards for each function of NCATE will be assigned to the appropriate NCATE board. NCATE will ensure the participation of representatives from institutions, organizations, and the practicing profession. NCATE will regularly keep its constituents and all accredited institutions informed of its activities and its proposals for new and changed standards. The constituents will have the responsibility for keeping their membership apprised of these developments.
>
> NCATE, through its Executive Board, will be responsible for the adoption, deletion or amendment of the standards and may do so at any regular or special meeting provided that a complete final draft of any proposals . . . has been placed in the hands of a) all representatives on the boards, b) the currently accredited institutions, and c) the constituent organizations, at least four months prior to such a meeting. All participants will be charged with the responsibility of making any views available to NCATE at least one month prior to the meeting.
>
> An affirmative vote of two-thirds of the representatives of constituent members of NCATE's Executive Board will constitute the majority needed for acceptance of new standards, be the action that of adding a standard, deleting a standard, or changing an existing standard.
>
> The Executive Board will adopt changes in standards, other than non-substantive changes of an editorial nature, only after referring the change to all boards for their study and recommendation.
>
> Eighteen months will normally be allowed before application of a new standard becomes mandatory for unit accreditation unless an extension or reduction of time is mutually agreed upon by a two-thirds majority affirmative vote of eligible Executive Board members and by affected institutions.
>
> NCATE standards for professional education units are periodically and systematically evaluated. Institutions, associations, learned societies, and individuals may communicate concerns and suggestions about the standards under consideration by contacting the president of NCATE.

3 Accreditation Procedures

To establish eligibility for the initial accreditation review by NCATE, an education unit must apply for and be accepted as a candidate for accreditation. Candidacy is established when the Unit Accreditation Board determines that an education unit has met the 10 preconditions to accreditation listed in Table 3.

Application for Candidacy

To apply for candidacy, the professional education unit completes an "Intent to Seek NCATE Accreditation" form that requests basic information about the institution and its professional education unit. The form is available upon request from the NCATE office.

Once the "Intent to Seek NCATE Accreditation" form has been submitted, the unit becomes a *precandidate* for accreditation and is forwarded an invoice for annual fees and all appropriate information for the preparation and conduct of a visit. As a precandidate, the education unit is eligible to receive all regular NCATE services, including newsletters and appropriate staff support. A precandidate is expected to submit the AACTE/NCATE annual report, which is described later in this chapter.

Preconditions for Accreditation

The preconditions for accreditation were developed to assure that any education unit undergoing NCATE review has met fundamental requirements that undergird NCATE's standards for accreditation.

Once an education unit has established itself as a precandidate, it should submit its preconditions report to the NCATE office 18 months (three semesters) prior to its planned BOE visit. Documentation is reviewed by NCATE, and any areas of deficiency are communicated to the unit. NCATE staff advise unit representatives of the documentation required to complete the process. After all necessary documentation has been submitted, a recommendation to accept the unit as a candidate is forwarded to the Unit Accreditation Board. All education units are expected to become formal candidates at least six months (one semester) prior to the scheduled visit.

The preconditions, and the required documentation which must be submitted to show that the preconditions are met, are outlined in Table 3.

Table 3: Preconditions for Accreditation

Precondition #1 There is a written description of the professional education unit that is primarily responsible for the preparation of teachers and other professional education personnel.

Documentation required:

1.1 Verification by an appropriate central administration officer of the unit with primary responsibility for professional education and the unit's authority.

1.2 Chart depicting all programs for the preparation of school personnel in the institution, indicating the unit in which each is administratively located (e.g., School of Education, School of Music, School of Arts and Science, etc.), and the administrative unit's relationship to the professional education unit.

1.3 Program summary that includes the number of graduates by program and level.

1.4 Unit statement of mission, purpose, or goals.

1.5 Summary of meetings and actions of the professional education unit for the preceding year (maximum of two pages).

Precondition #2 A dean, director, or chair is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation.

Documentation required:

2.1 Job description for dean, director, or chair.

2.2 Chart depicting administrative and organizational structure of the unit.

Precondition #3 There are written policies and procedures upon which the operations of the unit rest.

Documentation required:

Codified policies and operating procedures of the unit, such as policy manual or constitution and by-laws.

Precondition #4 The unit regularly monitors and evaluates, both internally and externally, its operation, scope, quality of its offerings, and effectiveness of its graduates.

Documentation required:

4.1 Policies for conducting ongoing evaluation reviews.

4.2 Summary of the findings of evaluation reports completed within the past five years documenting internal programs review (maximum of two pages).

4.3 Summary of the findings of evaluation reports completed in the past three years documenting external program review, including follow-up study of graduates and employers (maximum of two pages).

4.4 Summary of recent program modifications based on evaluation results (maximum of two pages).

Table 3 continued

Precondition #5 The unit has criteria for admission to basic teacher education programs that include an assessment of basic skills.

Documentation required:

5.1 List of basic skills that are assessed and the measures used to assess them.

5.2 Published criteria for admission to professional education programs.

5.3 Summary of report of assessment results for students admitted for at least the past three years (maximum of two pages).

Precondition #6 The unit assesses the academic and professional competencies of education students at exit from all programs at all levels, through multiple evaluation methods.

Documentation required:

6.1 Listing of multiple assessment measures used to evaluate academic and professional competence of professional education graduates.

6.2 Summary of reports of competency assessment outcomes for at least the past three years.

Precondition #7 In states with a program approval process, the unit's programs are approved by the appropriate state agency or agencies.

Documentation required:

Copies of the most recent approval letter(s) from the state agency or agencies attesting that state standards have been met.

Precondition #8 The unit submits a curriculum portfolio for each program for which there are NCATE-approved guidelines.

Documentation required:

Curriculum folios for programs for which there are NCATE-approved curriculum guidelines.

Precondition #9 The institution is fully accredited by the appropriate institutional accrediting agency recognized by the Commission for Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Documentation required:

A copy of the latest accreditation letter from the institutional accrediting agency showing that there is reasonable assurance of the overall quality of the institution in the general areas of finance, administration, facilities, student personnel, faculty, and instruction.

Precondition #10 The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the Civil Rights Act of 1964, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

Documentation required:

A copy of the institution's official action pledging compliance with nondiscriminatory law and practice.

Precondition 8: Curriculum Portfolios in the Initial Accreditation Review

Accreditation standards focus on the capacity of the professional education unit to prepare competent teachers and other school personnel. The quality of programs that prepare professionals to work at preschool through high school levels is critical to this effort. Board of Examiners teams are assisted in the process of assessing program quality by program reviews conducted by national specialty associations and/or state agencies with responsibility for state program approval.

As part of the preconditions process, institutions seeking accreditation are required to submit curriculum folios that respond to program guidelines that have been approved by the Specialty Areas Studies Board. These guidelines are compiled in the document, *NCATE Approved Curriculum Guidelines*, which is revised annually. Table 4 lists program areas for which NCATE has approved guidelines. NCATE provides national recognition of programs approved by the specialty organizations in its publication *Teacher Preparation: A Guide to Colleges and Universities.*

Over 70 percent of the states have entered into partnership agreements with NCATE that affect the submission of folios. For institutions in many partnership states, the submission of curriculum folios as part of the preconditions process is optional. In most partnership states, NCATE accepts the review by the state as an indicator of the quality of individual programs at institutions within that state. However, some partnership states require their institutions to submit curriculum folios responding to national guidelines. Some states do not conduct their own program approval system, but use the NCATE review instead. A list of principles for state recognition is available from the NCATE office.

Rights and Responsibilities of NCATE Candidates for Accreditation

The designation of candidacy authorizes the education unit to advise its constituents that it has met the preconditions for and is actively seeking NCATE accreditation within two years. During this time, the institution must be making a good faith effort to meet NCATE's standards and must host an on-site visit.

Extension of Candidacy Beyond the Two-Year Limit

Although preparation for an NCATE visit is expected to take place within a two-year period after candidacy has been established, the Unit Accreditation Board can extend the candidacy period at the request of an institution for a period of up to five years from the semester in which candidacy was first established. If an on-site visit is not conducted during that period, candidacy must be reestablished.

Table 4: Approved Curriculum Guidelines

Early Childhood Education
Basic and advanced programs by the National Association for the Education of Young Children (NAEYC)

Educational Communications and Technology
Basic and advanced programs in educational communications and technology by the Association for Educational Communications and Technology (AECT)

Educational Computing and Technology
Endorsement, basic, and advanced programs by the International Society for Technology in Education (ISTE)

Elementary Education
Basic programs by the Association for Childhood Education International (ACEI)

Elementary/Middle Level Principals
Master's and specialist post-master's programs by the National Association of Elementary School Principals (NAESP)

English/Language Arts Education
Basic middle/junior high school and senior high school teacher preparation programs by the National Council of Teachers of English (NCTE)

Health Education
Basic programs by the American Alliance for Health, Physical Education, Recreation and Dance/ Association for the Advancement of Health Education (AAHPERD/AAHE)

Mathematics Education
Basic programs for the preparation of K-4 teachers with an emphasis in mathematics, 5-8 mathematics teachers, and 7-12 mathematics teachers by the National Council of Teachers of Mathematics (NCTM)

Middle Level Education
Basic and advanced programs for the preparation of middle level and middle school teachers by the National Middle School Association (NMSA)

Physical Education
Basic and advanced programs by the American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education (AAPHERD/NASPE)

Reading Education
Advanced reading education programs by the International Reading Association (IRA)

School Business Officials
Programs for the initial preparation of school business administrators at or above the master's degree level by the Association of School Business Officials International (ASBO)

School Library Media Specialist
Initial preparation programs by the American Library Association/American Association of School Librarians (ALA/AASL)

Table 4 continued

School Psychology
Master's, post-master's, specialist and doctoral programs by the National Association of School Psychologists (NASP)

Science Education
Basic programs for the preparation of elementary science teachers, middle-level science teachers, and high school biology, chemistry, earth and space sciences, general science, physical science, and/or physics teachers by the National Science Teachers Association (NSTA)

Social Studies Education
Basic programs for the preparation of secondary social studies teachers, secondary teachers specializing in history or a single social science discipline, and middle school/junior high teachers who have certification in social studies by the National Council for the Social Studies (NCSS)

Special Education
Basic and advanced programs by the Council for Exceptional Children (CEC)

Technology Education
Basic programs by the International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)

Establishment of Separate Accreditation for an Institution Within a University System

The accreditation of an institution located within a university system and jointly accredited with another institution within the system can be extended for up to two years to prepare for its next accreditation visit if it decides to separate from the accredited parent campus. The subsequent on-site visit will be considered an initial accreditation visit. If accreditation is granted, the two-year period of time allowed the institution to prepare for the visit will be considered as part of the five-year continuing accreditation cycle and the next on-site visit will take place *three years* following the initial visit. In the case of two institutions merging, the next NCATE visit will be scheduled to coincide with the institution whose accreditation cycle expires first.

AACTE/NCATE Joint Data Annual Reports

This annual data collection system, coordinated jointly by NCATE and the American Association of Colleges of Teacher Education (AACTE), gathers statistical information on budget, enrollment, faculty, demographics, programs, and completers. Institutions that are accredited or are candidates or precandidates for accreditation are required to complete the AACTE/NCATE Joint Data Collection instrument annually. NCATE institutions are also expected to record activities related to any unmet standards or weaknesses cited in their most recent

action report, and should address changes and improvements made in relation to all NCATE standards over a five-year period. This form is mailed in June to all applicable units, including units that are not members of AACTE. The completed form must be submitted by October 1.

Third-Party Testimony in the Accreditation Process

NCATE recognizes that graduates, parents, schools, and community organizations have valuable perspectives concerning the quality of programs preparing teachers and other school personnel. Therefore, beginning with fall 1996 visits, solicitation of third-party comment on the quality of professional education units and their programs will be required as part of the NCATE review process.

Semiannually, NCATE will publish a list of institutions to be visited by a BOE team in the following semester, and will request comments on the quality of programs for the preparation of school personnel offered in those institutions. Approximately six months prior to their scheduled review, institutions must announce the upcoming visit to their local and state publics. The box on this page provides a sample of a public announcement that an institution might place in the local media to announce its upcoming NCATE visit.

Written testimony must be submitted to NCATE approximately three months prior to the scheduled on-site visit. Copies of third-party comment are shared with the institution, and a response to comments received may be submitted to NCATE prior to the on-site visit. Written testimony and any institutional response is made available to the BOE team as data for consideration during the visit.

Example of Public Announcement of the NCATE Review

The School of Education at XYZ University is scheduled for a fall 1996 accreditation review by the National Council for Accreditation of Teacher Education (NCATE). Federal regulations require that accrediting agencies allow for public comment on the qualifications of institutions or programs under consideration for initial or continuing accreditation.

Both NCATE and XYZ University recognize graduates, parents, schools and community organizations have valuable perspectives on the quality of the programs that prepare teachers and other school personnel. We invite interested parties to submit written testimony on the School of Education to:

Board of Examiners
NCATE
2010 Massachusetts Ave. NW
Washington, DC 20036-1023

Comments must address substantive matters related to the quality of professional education programs offered at XYZ University, and should specify the respondent's relationship, if any, to the institution (i.e., graduate, present or former faculty member, employer of graduates). Copies of all correspondence received will be sent to XYZ University for comment prior to the review. No anonymous or oral testimony will be considered.

Letters of comment should be received by July 1, 1996 [*date should be three months prior to scheduled review*].

Initial Accreditation Review

All institutions, including institutions that currently have programs accredited by NCATE under its pre-1987 system of program accreditation, must undergo an initial accreditation review under the current standards. Institutions undergoing an initial review must have submitted, and received approval of, the preconditions outlined earlier in this chapter. *The accreditation review encompasses all programs and degree levels for the preparation of P-12 professional education personnel.* NCATE's *Handbook for Institutional Visits* is designed as a guide to assist institutions in preparing for an initial accreditation visit, from the early planning stages through the accreditation decision.

Institutional Report

An institution seeking initial accreditation submits an institutional report prior to the visit by a Board of Examiners team to the campus. The institutional report includes the education unit's narrative of how it meets the NCATE standards. The preliminary section of the report must contain the preconditions report from NCATE, designated portions of the institution's most recent NCATE/AACTE Joint Annual Report, and an overview of the institution. Abbreviated faculty vitae and program descriptions are also included in the report.

Two sets of the institutional report and relevant campus catalogs must be submitted to the NCATE office two months prior to the scheduled campus visit. The institution is also responsible for mailing one copy of the institutional report to each Board of Examiners team member and state representative. An outline for the institutional report and guidelines for its preparation are included in the NCATE *Handbook for Institutional Visits.*

On-Site Review

After the education unit has been declared a candidate by the Unit Accreditation Board, the dates for an on-site review are scheduled. Visits are conducted in the fall semester (September-December) or spring semester (January-May). The size of the Board of Examiners team is based on the size and complexity of the institution and of its programs. However, all BOE teams have at least five members and visit the campus for four days (from Saturday afternoon through Wednesday noon). Teams are not larger than six members except to accommodate visits to a number of off-campus sites and special conditions.

The Board of Examiners team will base their review on the conditions that exist at an institution at the time of the visit. However, the team will take into consideration any plans for changes, especially if they have been formalized, approved, and will be implemented the following semester or academic year. The NCATE review is holistic and teams should be presented data about changes in progress so that they can make judgments based not only on current programs, but future directions as well.

During the on-site review, members of the BOE team interview faculty, administrators, students, cooperating teachers, alumni, and other involved persons. In addition, team members review written documentation, including any third-party letters received, and visit field sites and selected off-campus programs. The unit must organize its supporting written documentation in an exhibit room for use by the BOE team during the on-site review. The NCATE *Handbook for Institutional Visits* includes an inventory of what should be available in the exhibit room. An exit conference with the BOE team chair and appropriate institutional representatives is scheduled at the end of the team's visit.

BOE teams frequently are joined by consultants from the state education agency, as well as by representatives from NEA and/or AFT state affiliate organizations. In states that have partnership agreements with NCATE, the state agency responsible for program approval will generally conduct joint on-site visits with NCATE. BOE and state team chairs should conduct a previsit to the campus before the on-site review takes place. The previsit gives the chairs and the institution's representatives an opportunity to plan the visit and clarify the roles of the state and BOE teams.

If a BOE team is missing one or more members because of last minute emergencies, the institution and BOE team chair are notified as soon as possible. The institution, in consultation with the team chair and NCATE staff, determine whether the on-site visit should proceed as scheduled.

BOE Report and Institutional Response

Following the on-site review, the chair of the BOE team compiles the written report of the team's findings. This report indicates, for each standard, whether the standard is considered met, a rationale for that decision, and any identified weaknesses. The report also cites strengths of the education unit, and any corrections to the institutional report noted by the BOE team. The BOE team only renders decisions on whether or not standards are found to be met. It does not make a decision or recommendation regarding the overall accreditability of the education unit. The BOE report is mailed to NCATE within 30 days of the on-site review and then forwarded immediately to the head of the professional education unit at the institution and state agency representative if the visit is located in a partnership state.

The head of the unit is required to acknowledge receipt of the report and is given an opportunity, in consultation with the chief executive officer of the institution, to comment on it. This response, called the *rejoinder*, may be in the form of a letter or a document, and may be supplemented by materials pertinent to conclusions found in the BOE report. The rejoinder must be submitted to NCATE within 30 days of the institution's receipt of the BOE report.

Continuing Accreditation Review

All education units that have received initial accreditation under NCATE's post-1987 standards enter a five-year continuing accreditation review cycle. The continuing accreditation review requires the education unit to demonstrate that it continues to meet NCATE standards, and to provide documentation that weaknesses or unmet standards cited in the previous review have been addressed. The unit is also expected to demonstrate that changes and improvements have taken place during the five-year period.

NCATE's *Handbook for Continuing Accreditation Visits* is the guide which outlines the procedures to be followed by units preparing for a continuing accreditation review.

Curriculum Folios: The Continuing Accreditation Review

Although institutions undergoing continuing accreditation do not have to prepare another preconditions document, they are required to respond to any curriculum guidelines which (a) apply to programs that have been added by the institution since the previous NCATE review; (b) are new—that is, have been accepted by NCATE and become part of the folio review package since the previous review; and/or (c) have undergone major revisions since the institution's last response to the guidelines for that program area. Institutions also must prepare folios for programs that were not approved by the specialty organizations at the previous review. Approximately two years prior to the folio due date, NCATE staff sends the institution a "Status of Curriculum Folios" chart that outlines this information and lists the programs for which folios must be submitted. Folios are generally due at NCATE one year before the on-site visit.

Third Year Reviews of Annual Report Data

All NCATE institutions are required to file annual reports with NCATE, in which the institution's progress in addressing weaknesses from its previous review is reported. Two years before the continuing accreditation visit, NCATE prepares an interim report based on the annual reports that have been filed since the last visit. This third-year review is intended to help the unit focus on areas of continuing weakness and/or emerging problems as it prepares for the five-year visit.

The Continuing Accreditation Report

Institutions preparing for a continuing accreditation visit are required to compile a report of no more than 25 pages that contains an overview of the institution and the education unit, and a summary of changes, new initiatives, and future directions as they pertain to each of

the four standards categories. An outline for the preparation of the continuing report is included in NCATE's *Handbook for Continuing Accreditation Visits*.

The timeline and requirements for submission of this report are the same as indicated in the previous section on institutional reports prepared for initial accreditation reviews.

On-Site Review

The goal of the continuing accreditation visit is to determine whether accreditation of the professional education unit remains viable. Although the length of the visit is the same as the initial visit, usually there are fewer (three to five) BOE members assigned to a continuing accreditation review. Specific procedures and a template for the visit are described in the *Handbook for Continuing Accreditation Visits*. As in an initial visit, if a BOE team is missing one or more members because of last minute emergencies, the institution and BOE team chair are notified as soon as possible. The institution, in consultation with the team chair and NCATE staff, determine whether the on-site visit should proceed as scheduled.

The Continuing Accreditation BOE Report and the Institution's Response

The BOE report on continuing accreditation visits is markedly different from the BOE report for initial reviews. This document addresses the overall status of the unit with regard to each of the four standards categories, as well as weaknesses, and exemplary practices of the unit. The BOE team does not determine whether the unit has met each standard; therefore, the BOE report does not include a summary of compliance with individual standards.

Specific matters of concern, including weaknesses remaining from the previous visit as well as new weaknesses, are cited in the report. Statements of weakness are correlated to specific standards.

Accreditation Action by the Unit Accreditation Board

An accreditation decision is rendered by the Unit Accreditation Board (UAB) at its semi-annual meeting the semester following an institution's on-site review. Prior to the meeting, audit committees of this board examine the BOE report and the institution's response to the BOE report. The institutional report, catalogs, and any appendices to documents are examined during the meeting.

The UAB audit committees make recommendations regarding accreditation of their assigned cases to the full board, which in turn acts upon those recommendations. The Unit Accreditation Board also makes the final decisions regarding an institution's compliance with standards and any weaknesses for which the education unit will be officially cited.

Accreditation Decisions

The UAB renders separate accreditation decisions for the initial teacher preparation and/or advanced levels of the professional education unit in the college or university. One of the following five accreditation decisions is issued for each or both levels:

1. ***Initial accreditation*** or ***continuing accreditation*** is granted to the education unit if the Unit Accreditation Board finds that standards have been adequately addressed to merit national accreditation. This status may be accompanied by statements of weakness, but nonetheless is unequivocal. In its annual report the institution will be expected to address progress on weaknesses cited in NCATE's action report. This progress will be reviewed by NCATE three years after the visit. Initial accreditation is retroactive to the semester or quarter in which the on-site visit occurred.

2. ***Accreditation with stipulations*** specifies critical deficiencies that must be adequately addressed by the institution within a specified timeframe not to exceed 18 months from the date of the stipulation. Accreditation with stipulations can be granted after either an initial accreditation or two-year probationary visit. A stipulation is limited to critical deficiencies for which correction can be verified by a written report and supporting documentation.

   In its action report, NCATE will specify the period of time in which the institution must correct the critical deficiencies identified in the action report. An institution that has been accredited with stipulations may submit to the NCATE office its written response to the stipulation(s) at any time before the specified deadline. Specific information on preparing the response to a stipulation is available from the NCATE office. The institutional response to the stipulation(s), and all other case information (which will have been retained in the NCATE office) will be submitted to the Unit Accreditation Board at its meeting following receipt of materials.

   If the Unit Accreditation Board decides that the institution has responded sufficiently to the stipulation, the stipulation is removed. If the critical deficiencies are not adequately corrected within the specified timeline, the institution's accreditation will be revoked. The period during which an institution is accredited with stipulations will be noted in the NCATE guide to accredited education units.

3. ***Continuing accreditation with probation.*** This accreditation decision indicates that the unit has serious and significant weaknesses related to the NCATE standards. As a result of the continuing accreditation review, the UAB has determined that weaknesses with respect to standards will place an institution's accreditation in jeopardy if left uncorrected.

An accreditation visit must be scheduled by the institution and take place within two years of the semester in which a probationary decision was rendered. This visit will mirror the process for initial accreditation. All NCATE standards in effect at the time of the visit must be addressed by the unit as part of this visit. Following the review, the UAB may decide to (1) continue accreditation, (2) continue accreditation with stipulations, or (3) revoke accreditation.

The professional education unit will remain accredited at least until its accreditation visit, which must be scheduled within two years.

4. ***Denial of accreditation*** is rendered when the Unit Accreditation Board finds that the professional education unit has severe and/or numerous deficiencies that limit its capacity to offer quality programs.

5. ***Revocation of accreditation*** terminates current accreditation after a two-year probationary visit if the critical deficiencies are not corrected. Revocation also results if a stipulation is not removed within the stated timeline. Accreditation will be terminated at the end of the semester or quarter in which the UAB revokes accreditation.

   Accreditation may also be revoked by the UAB following an on-site visit initiated by the Complaint Review Committee acting on behalf of the Executive Board. This visit would result from the committee's determination that compelling reasons exist to authorize reexamination of the accreditation of an institution's professional education unit. If the Complaint Review Committee determines that a complaint received by the committee needs to be investigated, the committee will authorize a BOE team to visit the campus, and that team will prepare a report. At the Unit Accreditation Board meeting following such a visit, the UAB will determine the institution's accreditation status.

   NCATE may also revoke accreditation if a unit (1) no longer meets the NCATE standards or preconditions; (2) refuses to pay the fees it has been assessed; (3) fails to submit annual reports and other documents required for accreditation; (4) misrepresents its accreditation status to the public; or (5) fails to meet timelines of accreditation with stipulations. If an institution loses its regional accreditation, its NCATE accreditation will be revoked automatically, since the unit will no longer meet an NCATE precondition.

All accreditation decisions are reported to the U.S. Department of Education and the state postsecondary review entity (SPRE) in the state in which the institution is located. Probationary status and stipulations are also indicated in NCATE's annual edition of *Teacher Preparation: A Guide to Colleges and Universities*; this guide indicates the semester and year of the accreditation visit at which time probation or stipulations must be removed for accreditation to continue.

Table 5. Accreditation Review Preparation Timeline

Requirement or Procedure	Initial Accreditation Review	Continuing Accreditation Review	Due Date
Filing an Intent to Seek Accreditation Form	Required	NCATE sends a computer-generated report to be updated and signed by the unit head and CEO.	Two years prior to the intended visit
Preconditions document	Required	Not required	18 mos. prior to visit
Curriculum folios	Requirement of folios is optional in many states that have partnerships with NCATE; all other institutions must submit curriculum folios for programs in which NCATE has approved guidelines.	Requirement of folios is optional in many states that have partnerships with NCATE; all other institutions must submit curriculum folios for new programs, and/or programs for which NCATE has new or revised guidelines, and for programs not approved at the previous review.	Folio submissions are due 18 mos. prior to the initial visit and 12 mos. prior to the continuing visit. Institutions may continue to submit rejoinders up to the date of their visit.
Third year reviews	Not prepared	Prepared two years before the on-site visit, based on information provided in the institution's annual reports.	Institution should receive reports approximately 18-24 mos. prior to visit.
Third-party testimony	Required beginning with fall 1996 visits.	Required beginning with fall 1996 visits.	Calls for comment must be announced 6 mos. prior to visit; written testimony must be received by NCATE 3 mos. prior to visit.
Institutional report/ Continuing report	Required; must contain a narrative response to NCATE's standards; report contains four sections.	Required; must be a 25-page maximum report on the continuing assessment and changes since the previous visit.	60 days prior to on-site visit
College catalogs	Required	Required	60 days prior to on-site visit
Date preference form	Required	Required	8-10 mos. prior to visit

Requirement or Procedure	Initial Accreditation Review	Continuing Accreditation Review	Due Date
Previsit	Required	Required	After institutional report has been completed; usually within 60 days of the visit.
On-site BOE visit	5-6 member team visits campus from Saturday through Wednesday noon.	3-5 member team visits campus from Saturday through Wednesday noon.	
BOE report	Report addresses each standard and the team's decision on compliance with each standard.	Report addresses the status of the unit and weaknesses in each of the four categories of standards.	Must be received in the NCATE office 30 days following the visit; report is immediately sent to the unit head.
Institution's response to the BOE report	Required	Required	Must be received in the NCATE office within 30 days following the institution's receipt of the BOE report.
Accreditation action by the UAB	A letter conveying the accreditation decision and an accreditation action report are sent to the CEO of the institution.	A letter conveying the accreditation decision and the accreditation action report are sent to the CEO of the institution.	The UAB meets in the fall and spring; an accreditation decision is rendered at the UAB meeting that takes place one semester after the BOE visit.
Appeal of accreditation action	Only denials of accreditation may be appealed.	A written appeal of the decision "continuing accreditation with probation" may be filed. Revocation of accreditation following a probation visit also may be appealed.	Intent to appeal must be submitted to NCATE 15 days following the institution's receipt of the action letter and report.
AACTE/ NCATE Joint Data Reports	Required annually of all NCATE institutions, including candidates and precandidates.	Required annually	Must be submitted by October 1 of each year

Action Letter and Report from NCATE

An institution is notified of its accreditation status within two weeks of the Unit Accreditation Board meeting during which its case was reviewed. The Unit Accreditation Board communicates its action by a letter and an action report from the NCATE president to the institution's chief executive officer. This correspondence conveys NCATE's decision regarding accreditation of the initial teacher preparation and advanced levels of the unit, including any stipulations to be met as a condition of accreditation. The action report for an initial review also lists standards met, standards not met, and weaknesses cited for the professional education unit.

Appeals

Any institution, state, or association that is the object of an adverse decision, as made by one of NCATE's governance boards, may appeal that decision. An adverse decision as defined by NCATE's boards includes: the denial of an application for, or the revocation of, a state partnership; the denial or revocation of constituent membership; the denial of application for, or the revocation of, curriculum guidelines; and the denial or revocation of institutional accreditation.

An institution may also appeal, in writing, a probationary accreditation decision. However, since probation of accreditation does not terminate accreditation, probation is not considered an adverse decision.

An adverse decision and the decision to accredit with probation may be appealed only on the grounds that:

(1) NCATE standards were disregarded,
(2) stated procedures were not followed,
(3) [*for institutions*] evidence favorable to the institution was provided to the Board of Examiners but was not considered, or
(4) [*for institutions*] evidence was presented to the appropriate board in the form of a rejoinder or stipulation response but was not considered.

If a college or university believes that one or more of these four conditions was a factor in the denial, revocation, or probation of its accreditation, the only available means of redress is through the appeals process.

Although an institution may appeal an adverse or probation decision in which there was a lack of a full number of team members due to last minute emergencies, that factor alone is not sufficient to uphold an appeal. The institution must convincingly demonstrate that this fact made a difference in the accreditation decision. The institution would have to show two things: (1) actual prejudice to it; and (2) that the prejudice changed the accreditation decision. The fact that the institution did not recommend cancelling the visit would be evidence that it, at least before the visit, believed that the assembled team would be sufficient to conduct a fair and complete visit.

An appeal is heard by a Review Panel, consisting of five members selected from the Appeals Board. Responsibility for acting on the findings and recommendations of the panel rests with the governance board whose adverse decision was appealed. The findings and recommendations of the panel are received by the Executive Board at its first meeting following the meeting of the Review Panel. In the case of decisions remanded to the Unit Accreditation Board by a Review Panel, subsequent actions will be based on grounds upheld by the Review Panel and may include, *but are not limited to*, assigning another BOE team to revisit an institution; or upon review of all documentation, reinstating accreditation or accreditation with stipulations; or upholding the initial recommendation for denial or revocation of accreditation. The status of the appellant at the time of the visit remains unchanged until the appeals process has been exhausted.

Process of Appeal

The following provisions govern the appellate process:

1. Within 15 days of receiving notice of the adverse decision, an institution, state, or association electing to appeal an adverse decision of NCATE must present the president of NCATE and the board which issued the adverse decision written notification of its intention to appeal.

2. No later than 30 days from the date that it submits its notification, the institution, state, or association must submit a brief to the president of NCATE which sets forth the specifics of its appeal and includes full documentation.

3. The chair of the Executive Board will appoint a Review Panel to hear the appeal. One of the appointees will be designated as chair of the Review Panel.

4. The Review Panel will act on the appeal no later than 30 days after submission of the appellant's brief.

5. The appellant shall have the right to present a 30-minute oral argument on its brief. The appellant shall also have the right to representation by counsel during the appeal, but may not call witnesses or introduce new evidence on its own behalf.

6. If the adverse decision appealed is probationary accreditation, the appellant's right to appeal is limited to the submission of written documentation.

7. In the case of an accreditation decision review, the Review Panel has the right to seek clarification of the Board of Examiners report from the BOE team chair, and clarification of the Unit Accreditation Board's deliberations from the chair of the Unit Accreditation Board audit committee for the institution.

8. In the case of an accreditation decision review, all evidence presented in the appellant's brief and considered by the Review Panel must be confined to conditions existing at the time of the Board of Examiners team visit as cited in the action report from NCATE, or in the case of a petition for stipulation removal, to conditions existing at the time the petition for stipulation removal was submitted.

Costs of Review

If the appeal leads to an affirmation of NCATE's original decision, the appellant will be liable for the expenses of the Review Panel and the expenses of the Board of Examiners team chair and Unit Accreditation Board audit team chair, if applicable. If the panel finds in favor of the institution, NCATE will be liable for the expenses of the panel, BOE team chair, and UAB audit team chair, if applicable.

Access to Documents

In cases of accreditation decision reviews, team chairs and audit committee chairs serving as witnesses to hearings of the NCATE Review Panel will be provided copies of pertinent action letters and reports. Appellant petitions of appeals are provided to all witnesses.

Guide to Accredited Education Units/Programs

NCATE's annual publication *Teacher Preparation: A Guide to Colleges and Universities* describes NCATE-accredited schools, colleges, and departments of education within higher education institutions. The first section features descriptions of professional education units, including the education programs and degrees offered, nontraditional routes to licensure, the year and semester of the next on-site visit, and other data about the unit. If the responsible state education agency revokes its approval of a program, that program will be dropped from the list of programs offered by the institution as it appears in the *Guide*. The second section of the guide, "Program Review," lists programs that have met the guidelines of professional specialty organizations and are considered to be nationally recognized.

4 Accreditation Policies

Experimentation and Innovation

Responsible experimentation and innovation are essential to the improvement of professional education. A deliberate attempt has been made in the NCATE standards to encourage diversity, imagination, and innovation in institutional planning. New programs and structures to prepare professional educators to meet pressing social needs are encouraged. Of course, a unit must assume responsibility for the quality of each of its programs. NCATE recognizes that units and programs undergo regular change. Changes are necessary and expected as teaching evolves into a profession. Units should not suspend change because an NCATE visit is scheduled. In fact, the current standards require serious self-study that should lead to changes for improving the preparation of school personnel.

However, an institution may decide that specific standards do not provide the best vehicle for assessing a unit that is experimenting and/or undergoing extensive changes. In these cases, the unit may include the rationale for experimentation and explain any deviation from the NCATE standards in its institutional report. The unit is expected to document its systematic efforts to evaluate the graduates of these programs.

If certain indicators are perceived as barriers to innovation, the institution should not feel constrained by those indicators. It is possible for a unit to be judged to meet a standard without addressing each indicator.

Representation of NCATE Accreditation to the Public

NCATE accreditation refers to the professional education unit that coordinates all of the professional education programs offered at the institution. Statements such as "this program is accredited by NCATE" are incorrect and must not be used. Institutions may, however, publicize programs that have met specialty guidelines as "nationally recognized programs."

NCATE recommends the following form for disclosing that the professional education unit is accredited by the National Council for Accreditation of Teacher Education:

> The [*name of the professional education unit*] at [*name of institution*] is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036, phone: (202) 466-7496. This accreditation includes the [*initial teacher preparation and/or advanced*] levels of professional education programs offered at the institution.

A unit that has been accredited with stipulations or probation must disclose this status whenever it refers to NCATE accreditation.

Phrases such as "accreditation has been continued for a five-year period" should not be used. NCATE accreditation is not for a specific period of time, but is a continuing relationship between the professional education unit and NCATE that is subject to reconsideration periodically or when necessary. Annual reports from the unit are periodically examined to determine whether changes have occurred that might necessitate rescheduling the next review. Thus, while NCATE policies dictate that an on-site review will occur on a five-year schedule, units may be evaluated more frequently.

If a professional education unit or the institution misrepresents its accreditation status, or action taken by the UAB, or if it misrepresents the content of the BOE report, NCATE staff will send a letter to that effect to the chief executive officer, the unit head, the chief state school officer, and the state affiliate of the National Education Association and the American Federation of Teachers. The unit and institution must respond to the request to correct the misrepresentation. If the accreditation status continues to be misrepresented, a recommendation will be brought to the Unit Accreditation Board that accreditation of the unit be revoked.

Accreditation Fees

Each institution seeking initial or continuing accreditation for its professional education unit will pay the expenses of the Board of Examiners impaneled to conduct the review and such other evaluations as NCATE, at its discretion, may require. In addition, each institution is assessed an annual fee, based in part on the number of graduates. Non-accredited institutions seeking accreditation pay a precandidacy fee after an "Intent to Seek Accreditation" form has been filed; this fee is assessed throughout the precandidacy and candidacy period. Institutions also support NCATE activities through the membership fees they contribute to the American Association of Colleges for Teacher Education (AACTE). Institutions not affiliated with AACTE pay NCATE an annual sustaining fee.

Postponement of the On-Site Review

All accredited institutions are assigned a semester and year for their next on-site review. A request for the delay of a scheduled review may be made in writing to NCATE's director of institutional relations. Permission to postpone the visit for a period up to one year may be granted by NCATE staff for good cause. The next five-year visit will be scheduled for five years from the semester/year originally scheduled rather than five years from the actual on-site visit.

NCATE also reserves the right to postpone accreditation visits. On occasion a large number of institutions scheduled for reviews within a given semester makes it necessary to postpone some visits to the following semester.

Although requests for a visit postponement may be made as outlined above, delays are granted infrequently. If a requested delay is not granted, an institution may choose to lapse into a period of candidacy until such time as an on-site review is viable for the institution. Reversion to candidacy should be initiated jointly by the chief executive officer of the institution and the unit head. The unit will remain accredited through the current academic year for which annual dues have been paid. To retain candidacy status, the institution must reschedule an accreditation visit within two years of the semester in which it foregoes accreditation and reverts to candidacy status. NCATE is required to notify the U.S. Department of Education and the appropriate state post-secondary review entity when an institution chooses this course of action.

Voluntary Withdrawal from NCATE

The professional education unit at an institution may withdraw from NCATE affiliation at any time before or after it has received accreditation. The withdrawal must be initiated jointly by the chief executive officer of the institution and the head of the unit. If currently accredited, the unit may remain as an accredited institution through the current academic year if annual dues have been paid. NCATE will retain all fees for nonrecoverable expenses incurred for an on-site visit. NCATE is required to notify the U.S. Department of Education and the appropriate state post-secondary review entity of the voluntary withdrawal of an institution from NCATE accreditation or candidacy.

Public Disclosure

It is NCATE's intent to disclose to the public information about itself, NCATE policies and procedures, accreditation action decisions, and basic and essential information about the units it accredits. The general parameters for the release of information generated in the course of the accreditation process are outlined in the following section.

Notice of Accreditation Action

Thirty days after an institution has been notified of an accreditation action by the Unit Accreditation Board, its accreditation status is considered to be public information, and is reported to the U.S. Secretary of Education in care of the Accrediting Agency Evaluation Branch. Notices of accreditation action are also forwarded to the applicable state postsecondary review entities (SPREs).

The 30-day period prior to public disclosure of an accreditation action allows an institution time to receive and respond to the action letter and report. If the institution files an appeal of the accreditation decision, the SPRE and the public are not notified of any accreditation action until the appeals process has been exhausted. In the case of denial or revocation of accreditation, the Secretary of Education must be notified of the final accreditation decision at the same time the institution receives such notification.

Following the 30-day period, NCATE also provides a copy of the accreditation action report to the chief state school officer, the National Education Association affiliate president and executive director, and the president of the American Federation of Teachers state organization in which an institution is located. In addition, NCATE provides a list of the Unit Accreditation Board actions to the state organizations affiliated with the National School Boards Association.

Availability of Accreditation Action Reports

Action letters and reports are considered public information. These documents will be made available upon direct written request to the president of NCATE, according to the terms and conditions specified above.

Confidential Information

All information that is provided to NCATE in preparation for accreditation review, petition for stipulation removal, or an appeal of an accreditation decision, is considered to be the property of the institution and is not made available to the public by NCATE. These materials include preconditions and institutional reports, curriculum folios and folio rejoinders, BOE reports in draft and final form, third-party letters, rejoinders to BOE reports, petitions for the removal of a stipulation to accreditation, and appeals briefs. NCATE may use some of these documents for training purposes, but not without permission from the institution. However, samples of these materials are made available to the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education as part of NCATE's periodic review by these two agencies.

Aggregate Data and Scholarly Research

NCATE reserves the right to compile and issue data derived from accreditation documents, in such a way that the identity of source institutions is not revealed.

For the purposes of scholarly research, permission may be granted by the NCATE president for researchers to have access to NCATE activities, files, and institutional materials. Researchers will be bound by the rules of confidentiality as stated in this document, and may not reveal information listed as confidential without written consent of NCATE and/or the unit involved.

Other Public Information

All of NCATE's published and disseminated materials, including the annual guide to accredited units, handbooks, newsletters, and brochures, are available to the public and may be ordered from the NCATE office. A list of NCATE's board members that includes their professional affiliations is also available upon request, and is also included in NCATE's annual guide.

Ethical Guidelines for Institutions

1. It is the responsibility of each institution to facilitate a thorough and objective appraisal of its professional education units by NCATE.
2. Institutions are allowed to veto Board of Examiners team members only if it can be demonstrated, in writing, that a potential conflict of interest exists. The veto cannot be employed to reject Board of Examiners team members based on philosophy or background.
3. Institutional personnel should refrain from publicly criticizing those individuals participating in the accreditation process as BOE or UAB members.
4. Any perceived inadequacies of NCATE procedures or processes should be reported by the institution at the time of their occurrence, rather than withheld until after the Unit Accreditation Board has taken action.
5. Institutions must ensure the adequacy and accuracy of the information they make available to the public. All information released by an NCATE-accredited institution regarding the availability and quality of its programs must be accurate and not misleading to prospective students or the public. In particular, information released by the institution pertaining to the educational effectiveness of students (e.g. standardized test results, job placement rates, and licensing examination results) must be accurate, current, and available upon request.
6. All information submitted for accreditation purposes—including preconditions documents, curriculum folios, institutional reports, and rejoinders—must accurately reflect the programs and practices of the institution. Evidence of plagiarism and/or false reporting of data may result in revocation of the accreditation or candidacy of an institution.

Complaint Review

The Executive Board's Complaint Review Committee is responsible for reviewing complaints regarding NCATE's policies or procedures, initiating removal procedures against NCATE board members and officers, and investigating complaints lodged against its affiliated institutions. Complaints received concerning the approval of specialty guidelines or concerning the recognition of a state are forwarded to the Specialty Areas Studies Board or the State Partnership Board, respectively.

Procedure for Filing a Complaint Against an Accredited Institution

NCATE acknowledges and reviews any and all information it receives regarding allegations of unsatisfactory conditions at the schools, colleges, and departments of education it accredits. NCATE gives further consideration to allegations that an accredited professional education unit is not in compliance with NCATE standards if the alleged violations appear to jeopardize the quality of the institution's professional education programs or the general welfare of the professional education unit. Letters of concern are received and processed in a timely fashion in accordance with the following procedures. If an allegation is established that a professional education unit is not in compliance with NCATE standards or that existing conditions jeopardize the quality of programs of the unit, the Complaint Review Committee will conduct a further investigation.

Establishment of a Complaint

The complaint review procedure begins when a signed *letter of concern* is received by the president of NCATE. Within 10 days of receipt of a letter of concern, staff acknowledges the letter, enclosing a copy of NCATE's complaint review policy which outlines the procedures for establishing a complaint. The letter of concern must contain, or be supplemented by, the following:

1. a formal request for investigation of the complaint by NCATE's Complaint Review Committee;
2. the relationship (if any) of the complainant to the education unit in question;
3. evidence that an NCATE standard is being violated, with reference to specific standard(s);
4. evidence that the complaint is not an isolated grievance against the education unit; and
5. documentation that the complainant has used all institutional processes available to remedy the alleged problem.

If NCATE's president determines that the request for investigation meets the above criteria, the complaint is considered to be established. If the president determines that the request does not meet the criteria, the complaint is dismissed.

The complainant is notified of the president's decision to dismiss or proceed with the request for an investigation within 15 days of the president's receipt of that request. If a complaint is established, the following steps are taken:

1. The complaint is forwarded to members of the Executive Board's Complaint Review Committee.
2. The institution that is the object of the complaint is advised of the complaint and is provided a copy of the complaint review procedure.

Investigation of a Complaint

Following the establishment of a complaint by the procedures outlined above, the Complaint Review Committee investigates the complaint as follows:

1. NCATE sends the institution against which the complaint is directed a letter of inquiry seeking verification that the complainant has used all institutional processes available to remedy the alleged problem. A copy of the letter of inquiry is sent to the complainant. The institution is asked to provide a summary of any actions taken to address the problem.

2. Based upon the response from the institution, the Complaint Review Committee, acting for the Executive Board, makes a determination that (1) the complaint is either without merit or has been resolved; or (2) further investigation of the complaint is warranted. Further investigation of the complaint may be in the form of a request for additional information from the institution or from other sources, or the authorization of a Board of Examiners visit.

3. If the Complaint Review Committee determines that a Board of Examiners visit is warranted, it will direct NCATE staff to send a team of visitors to the institution. At the Unit Accreditation Board meeting following that visit, the Unit Accreditation Board will determine the institution's accreditation status. Within five days of action taken by the Unit Accreditation Board, the complainant and the institution or group against whom the complaint was lodged shall be notified of the disposition of the complaint.

4. The Complaint Review Committee will act within 105 days from the date on which the established complaint was received by NCATE. Unless special circumstances require the delay or extension of the investigation, any complaint requiring action by the Unit Accreditation Board will be resolved within 12 months from the date an established complaint is received by NCATE.

The Complaint Review Committee, the Board of Examiners team, and the Unit Accreditation Board shall have access to any and all information pertinent to the complaint and shall adhere to accepted practice in testing the validity of all evidence received. Only complaints that are found to be valid by the Complaint Review Committee become part of the institution's accreditation file.

NCATE reserves the right to request that an institution be reevaluated any time there is compelling reason to believe that such institution no longer meets NCATE standards. If the Unit Accreditation Board determines that NCATE standards are not being met, it may revoke the institution's accreditation. Accreditation shall cease automatically if an institution refuses to submit reports and other documents required for accreditation.

5 NCATE Relationships with States

State approval of teacher education programs is a governmental activity. It requires professional education programs within the state to meet standards of quality in order for their graduates to be eligible for state licensure. Its purpose is to ensure that those who are to be licensed by the state have completed adequate higher education programs. The state education agency or a state professional standards board usually conducts institutional reviews and develops standards and procedures for this process. In those states with program approval systems, state approval is a precondition for eligibility to begin the NCATE accreditation process.

State/NCATE Partnership Program

NCATE and the state authorities for program approval conduct joint state program and NCATE unit reviews of teacher education institutions. The goals of the State Partnership Program are to reduce duplication of effort and paperwork; foster communication among NCATE, the states, and institutions; and promote professional norms for the accreditation of teacher education. States voluntarily choose from several different combinations of ways for NCATE and the state to cooperate during the preparation for and conduct of an on-site review: (1) use of NCATE unit standards and NCATE-approved curriculum guidelines; (2) use of NCATE unit standards and NCATE-approved state programs standards; or (3) use of NCATE unit standards and a performance-based state licensing system. The last partnership framework links performance-based assessment for teacher licensing with national accreditation.

A partnership agreement with a state is *not* required for an institution to seek national accreditation, nor does a partnership require that all institutions in a state be reviewed by NCATE. In the vast majority of partnership states, NCATE accreditation remains voluntary for institutions. In a few partnership states, state authorities have directed that all institutions be reviewed by NCATE. In a number of states, authorities responsible for public higher education have directed that all public universities and colleges be reviewed by NCATE. Further information about partnership frameworks is included in the *NCATE/State Relations* information package, available from the NCATE office.

Performance-Based Licensure is a licensing system that directly measures the actual performance of teachers to determine whether they meet expectations for teaching in a specific field or level (e.g. early childhood, middle school). Under NCATE's new performance-based assessment partnership framework, states will be expected to have licensing systems that meet professional teacher standards established in English, math, social studies, science and other fields. Over time, as these licensing systems are implemented, they will yield direct assessments of the effectiveness of programs which have prepared the new teacher graduates. This information will be taken into account as future accreditation decisions are made. Institutions will not be required to complete folios when the licensing assessment system is in place because the standards that undergird the system will be a combination of NCATE's national guidelines and state expectations. Nor will they undergo a state program review. Institutions will continue to be evaluated against NCATE's unit standards. This approach will simultaneously strengthen licensing and accreditation while simplifying both processes and eliminating unnecessary duplication, regulation, and paperwork.

Participation of State Authorities on In-State Visiting Teams

Realizing the value of an in-state perspective, NCATE has made provisions for the assignment of adjunct, in-state representatives on each BOE team: one from the state agency with program approval authority (the state department of education or an independent professional standards board) and one from the state affiliates of both NEA and AFT. The following policy governs this representation.

The state NEA/AFT affiliate and the state agency shall each have the option of assigning a representative to each NCATE visiting team appearing on campuses within their respective states. The following conditions shall apply:

1. the state NEA/AFT affiliate and the state agency shall be responsible for the costs of their respective representatives;
2. the state agency shall name its consultants;
3. the state NEA/AFT affiliate shall present names to NCATE; as with BOE members, institutions are allowed to veto members nominated to serve on teams only if it can be demonstrated, in writing, that a potential conflict of interest exists;
4. the state NEA/AFT affiliate representative shall be a professional who is actively engaged in school activities at the pre-collegiate level (e.g., elementary or secondary teacher, or administrator);

5. these persons must meet all appropriate qualifications for service as set forth in the NCATE *Guidelines for Ethical and Professional Participation in Various NCATE Activities*; and
6. these persons shall be full participants in discussions and data gathering for the team.

Team chairs attempt to ensure that state agency consultants and NEA/AFT affiliate members are actively involved and that optimum use is made of their knowledge and skills. Although they are not voting members, state representatives otherwise participate as full members of the team. They usually can identify the unique circumstances of a state and clarify terms and policies that distinguish one state from another.

Reciprocity

In a number of states, graduates of NCATE-accredited professional education units are eligible for interstate reciprocity when applying for a license. To determine if they qualify for this privilege, graduates of NCATE-accredited institutions should contact the state director of teacher education and certification or licensure in the state in which they are interested in practicing.

6 Governance and Evaluation of NCATE

The professional associations that constitute NCATE appoint representatives to NCATE's boards, provide financial support for the operation of NCATE, and participate in the development of standards, policies, procedures, budget, and constitutional changes. Each association develops its own process for nominating individuals who are experts in their fields. See Table 1 on page two for a list of constituent members.

Governing Boards

NCATE's Constitution establishes the following five boards with responsibility for different aspects of the organization's activities:

The **Executive Board** oversees all NCATE standards, policies, fiscal matters, selection and evaluation of the president, and the Constitution. It reviews and adopts policies and standards developed by the Unit Accreditation Board, the State Partnership Board, and the Specialty Areas Studies Board. It also receives the findings and recommendations of a Review Panel that hears appeals of NCATE's decisions. The Executive Board is composed of no more than 30 representatives, including the chairs of the other three boards (the Unit Accreditation Board has both a chair and a vice chair), a public at-large representative, and a National Board for Professional Teaching Standards representative. Each constituent grouping (teacher educators, teachers, policy makers and school specialists) shares one-fourth of the remaining seats.

The **Unit Accreditation Board** determines the accreditation status of professional education units at colleges and universities. It is responsible for developing standards and procedures for the accreditation of professional education units, and oversees on-site visits to institutions, the training of the Board of Examiners (BOE), the data bank, annual reports, and third-year reviews. The board is composed of no more than 32 members; one-third of the members are representatives from teacher education, one-third are teachers, one-sixth are state and local policymakers, and one-sixth are from professional specialty areas. In addition, one representative is from a student organization and one representative from the public at-large.

The **State Partnership Board** develops standards and procedures for state/NCATE partnership agreements. It is responsible for reviewing and approving applications from states wishing to enter into a partnership agreement. This board is composed of no more than 13 members; two each represent teacher education, teachers, and professional specialty groups, and seven represent state and local policymakers.

The **Specialty Areas Studies Board** approves professional education guidelines that institutions are required to address as part of the preconditions process. It is responsible for developing the rules and procedures for approving curriculum guidelines and making recommendations regarding the folio review process. This board is composed of no more than nine members: one each from teacher education, teachers, and state and local policymakers, and six from professional specialty groups.

The **Appeals Board** provides the membership from which a five-person Review Panel is selected to hear the appeal of an adverse decision taken by another NCATE governing board. The Appeals Board consists of 28 members appointed by NCATE's constituent members. Members are ineligible to serve on other NCATE boards, the Board of Examiners, or in any other capacity connected with NCATE during their tenure on the Appeals Board. No person may serve more than two consecutive terms.

Terms of Appointment

The terms of appointment of all representatives to NCATE boards are for three years except for special cases which are controlled by the governance documents of a constituent member or in the case of appointees to unexpired terms. Regular terms begin on July 1 and end on June 30.

Committees of the Executive Board and the Unit Accreditation Board

Executive Board Committees

The ***Complaint Review Committee*** is responsible for reviewing complaints regarding NCATE's policies and procedures as well as those against the institutions it accredits. When a complaint suggests that a professional education unit is not in compliance with NCATE standards or that existing conditions jeopardize the quality of programs of the unit, the Complaint Review Committee, acting for the Executive Board, may request a BOE visit. Following that visit, the Unit Accreditation Board takes action regarding that institution's status. Complaints received concerning the approval of specialty guidelines or concerning the recognition of a state are forwarded to the Specialty Areas Studies Board or the State Partnership Board, respectively, when appropriate.

Removal proceedings against an officer or board member of NCATE may be initiated by the Complaint Review Committee upon its finding of wrongdoing by that officer or board member.

The ***Constitution Committee*** is charged with recommending changes in NCATE's Constitution.

The ***Finance, Personnel, and Membership Committee*** is responsible for making recommendations to the Executive Board on the annual budget, financing plans, fees, assessments, and external funding. The committee also oversees NCATE's investments and reviews its annual audit. The committee will recommend to the Executive Board an annual budget listing estimated income and projected expenditures in such detail as the Executive Board should deem proper.

The committee evaluates the president annually and makes a recommendation to the Executive Board regarding the president's salary and contract renewal. The committee also reviews the NCATE personnel policies every three years for recommendation to the Executive Board.

In the case of an NCATE employee grievance, the committee hears and reviews all evidence presented by the grievant and the president.

Finally, this committee is responsible for appointment of public at-large and student representatives to boards, as well as distribution of constituent seats in each area as prescribed in the Constitution by implementing the procedures found in the "Criteria and Procedures for Application and Selection of Organizational Members to NCATE."

The ***Communications Committee*** is an ad hoc committee that focuses on outreach, and helps NCATE develop appropriate linkages with target audiences.

Unit Accreditation Board Committees

The ***Process and Evaluation Committee*** regularly reviews that board's policies and procedures in order to ensure that NCATE's evaluation processes support constructive analysis, emphasize factors of critical importance, and reflect the educational and training needs of prospective teachers and other professional school personnel.

The ***Standards Committee*** regularly reviews the effectiveness of NCATE accreditation standards for assuring educational quality. The committee is charged with carrying on a systematic program of review and development of these standards.

The ***Board of Examiners Committee*** is responsible for making recommendations regarding criteria for membership on the Board of Examiners, monitoring the performance and composition of Board of Examiner members, and providing advice on the training of members.

Ad Hoc Committees

Ad hoc committees or task forces are convened as necessary by governance boards to address specific program or policy issues.

Board of Examiners

Team members who review an institution on behalf of NCATE are drawn from NCATE's Board of Examiners. The board is composed of an equal number of representatives from three constituency groups: teacher educators, teachers, and state and local policymakers/specialty groups. Constituent organizations nominate board members on the basis of demonstrated expertise in professional education, teaching, research and/or evaluation. Members are skilled in evaluation techniques such as the interpretation of quantified data, the use of rating scales and questionnaires, interviewing and observation techniques, reading and analyzing narrative information, writing observations and evaluations, and, foremost, making qualified judgments about professional education units.

All BOE members are initially appointed to three-year terms. They undergo intensive training in the application of NCATE standards and in the conduct of an accreditation review. The performance of team members and the chair is evaluated by the institution and by other team members following an on-site review. In addition, the Unit Accreditation Board evaluates the quality of Board of Examiners team reports. This information is included in the record of each member of the Board of Examiners. BOE members may be reappointed for a second three-year term and reappointed for additional terms after participation in another training session.

Each Board of Examiners team assigned to visit an institution includes at least one representative from (a) teacher education, (b) teachers, and (c) other constituencies. Each team should include at least one representative who is a faculty member or administrator in an institution similar in size and type to the institution being visited. Over a calendar year, the total number of assignments from each constituency will be equivalent and teams will reflect a balanced representation of males, females, and persons of color.

Institutions are allowed to veto members nominated to serve on teams only if it can be demonstrated in writing that a potential conflict of interest exists.

Guidelines for Ethical and Professional Participation in NCATE Activities

Service on the NCATE Board of Examiners and membership on NCATE boards, committees, or the Appeals Board, and participation in related NCATE activities (e.g., folio reviews) create situations that can cause conflicts of interest, prompt questions of ethical behavior, or otherwise

raise issues regarding the objectivity and credibility of the accreditation process. To avoid such occurrences, NCATE has adopted the following regulations.

Conflicts of Interest

1. All NCATE board members are ineligible to serve on the Board of Examiners concurrent with serving on a governance board.
2. Appeals Board members are ineligible to serve on any NCATE board, including the Board of Examiners, or in any other capacity connected with NCATE during their tenure on the Appeals Board.
3. All board members who were members of a Board of Examiners team at an institution whose unit is under consideration by the Unit Accreditation Board or the Executive Board must absent themselves from the portion of the meeting when the institutional case is considered.
4. When the institution at which a board member is employed is being considered for accreditation or an appeal, the board member must leave the Unit Accreditation or Executive Board meeting. Members of the State Partnership Board and Specialty Areas Studies Board may make a presentation on the state from which they come or on the guidelines for a professional organization that they represent. However, they must leave the board meeting when the state or guidelines are being discussed and when a vote is taken.
5. Reviewers of curriculum folios for specialty organizations are ineligible to review folios from institutions located in their state. Reviewers who are also members of the Board of Examiners must declare themselves ineligible to serve on a BOE team to an institution whose folio they reviewed.

Ethical Judgments by NCATE Board Members

In some situations clear-cut rules may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The following principles have evolved over the years in response to NCATE's experience with questions of ethics. These principles are intended to provide guidelines that promote credibility and objectivity in NCATE actions.

1. *Board members should not participate in any decision-making capacity if they have a close, active association with an institution, state, or professional organization that is being considered for official action by an NCATE board.*

Persons should not serve in any decision-making capacity regarding the accreditation of an institution, recognition of a state, or approval of guidelines if they are or have formerly been on the institution's faculty or staff, have been students, or served as consultants on accreditation matters. This principle also applies when there has been some other significant tie, such as membership in a common consortium or special research relationships.

Personnel involved in accreditation decisions regarding a particular institution should not have otherwise served in evaluation roles regarding the same institution, including membership on state program approval teams, regional accreditation teams, or evaluation committees for boards of trustees or regents.

Individuals should avoid decision-making activities regarding institutions where they have been paid as consultants, served as commencement speakers, received honorary degrees, or otherwise profited or appeared to profit from service to the institution.

2. *Board of Examiners members should avoid serving on teams at institutions where they maintain close personal or professional relationships.*

Those serving on NCATE Board of Examiners teams and committees are frequently well acquainted with a large number of professionals throughout the nation. Seldom does one find a Board of Examiners team where some member does not personally know faculty or staff within the institution under review. The Board of Examiners team and Unit Accreditation Board members should avoid serving in any decision-making capacity involving an institution where they have colleagues with whom they have jointly authored research or literature, where they have a family relative, or where they have former graduate advisees or advisors. When earlier supervision of dissertations is involved, personal prejudice is especially difficult to avoid and bias is often assumed.

Other Ethical Considerations

1. All elements of the NCATE evaluation process, including the content of questions and answers, discussions, interpretations, and analyses, are to be treated in the most private and professional manner. Both ethical and legal considerations demand that information acquired through the accreditation process not be used for purposes other than accreditation matters, unless permission is obtained from the institution, state, or professional organization.
2. Documents, reports, and other materials prepared by the institution, state, or professional organization for NCATE action should be treated as private documents in the absence of specific policies that make clear the degree and extent of their exposure.

3. Beyond the principles herein discussed, individuals should exclude themselves from participating in NCATE activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to the accreditation of institutions, recognition of states, or approval of a professional organization's guidelines.

Involvement in Consulting

The relationship between NCATE and the institutions that it accredits is based on certain premises. Among these is the function of quality assurance for teacher education, achieved through application of rigorous standards. Essential to the quality of this process are the members of NCATE's governance boards, particularly the Unit Accreditation Board and the Board of Examiners. Requirements of the Commission on Recognition of Postsecondary Accreditation state that members of visiting teams should be "impartial, objective, and without conflict of interest."

A second premise of the accreditation process is developmental: accreditation should act as a stimulus and resource for promoting change and/or improvement in the preparation of professional educators. Members of NCATE boards play an important role in carrying out this function as well. Appointed to an NCATE board on the basis of their experience and expertise, these individuals may also be asked by institutions to provide advice and consultation on their professional education programs and the accreditation process.

In order to assure institutions and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the conduct of NCATE board members, the following guidelines should be followed by all board members.

When serving as consultants to institutions, NCATE board members shall:

1. only provide advice to institutions in the context of the consultant's professional judgment regarding general program improvement;
2. ensure that the institution understands the context in which consulting advice is given and that it does not regard such advice as a guarantee of accreditation outcomes;
3. restrict consulting fees to reimbursement of expenses and/or other reasonable and commonly accepted limits.

NCATE board members shall not:

1. serve on an on-site review team or participate in discussion at a board meeting for any institution at which the member has served as a consultant during the previous five years;
2. accept a consulting arrangement at an institution for which the member served on the Board of Examiners team or on the Unit Accreditation Board, for two years following the resulting accreditation decision;
3. advertise their status as a member of the Board of Examiners or governance board for the purpose of building a consulting clientele (to do so will result in the member's removal from the board);
4. solicit consultation arrangements with institutions preparing for accreditation review (to do so will result in the member's removal from the board);
5. engage in consultation to the extent that it results in excessive conflicts of interest for board work;
6. give advice to institutions on how to pass specific standards or be accredited; and
7. imply definitive answers on NCATE policies and procedures.

Confidentiality Policy

The following statement will apply to all Board of Examiners members and members of the NCATE Executive Board, Unit Accreditation Board, State Partnership Board, Specialty Areas Studies Board, and Review Panel, and will be read before all meetings of these bodies.

Members of NCATE's governance boards and Board of Examiners are reminded that confidentiality is an integral part of the accreditation process. The boards must have access to much sensitive information in order to conduct reviews of professional education units, curriculum guidelines, and state program approval systems. The confidentiality of this information must be protected by participants in board meetings and on-site review teams.

Unless indicated otherwise, all meeting and on-site review materials, all information obtained on-site, and all discussions related to the accreditation of units, approval of guidelines, and acceptance of state partnerships are confidential. Please remember that confidentiality has no expiration date—it lasts forever!

NCATE Self-Evaluation

NCATE's recognition by the Commission on Recognition of Postsecondary Accreditation (CORPA) and the U.S. Department of Education requires NCATE to conduct its own periodic self-studies. The recognition process includes a review of documentation collected from institutions and reports written by Board of Examiners teams and the Unit Accreditation Board as well as NCATE's own policies, minutes, and publications. Personnel from the Department of Education also observe board meetings and one or more BOE team visits. The process provides helpful feedback for improving NCATE's accreditation work.

In addition to the reviews of NCATE conducted by CORPA and the Department of Education, NCATE engages in ongoing self-evaluation of its procedures and of its Board of Examiners members. Each institution that undergoes an accreditation visit is asked to complete an evaluation of NCATE's accreditation procedures, including contacts with NCATE staff. Institutions also evaluate the performance and professionalism of the Board of Examiners team that conducted the accreditation visit.

Members of Board of Examiners teams complete an evaluation of the procedures and reference materials that guide the on-site accreditation visit. They are also asked to evaluate the performance of their fellow team members. In addition, Board of Examiners members undergoing NCATE training in the conduct of initial or continuing accreditation visits complete evaluations of each phase of the training.

The results of these evaluations are compiled and presented to the Unit Accreditation Board twice a year. Procedures may be modified or new policies introduced based on the results of these evaluations. Evaluations of BOE team members are used to monitor, on a continuous basis, the overall performance of the Board of Examiners, as well as to identify those individuals who are not performing adequately, as well as those with the skills necessary to serve as team chairs.

The Unit Accreditation Board completes evaluations of the Board of Examiners reports submitted each fall and spring semester, in an effort to continuously improve the quality of reports. These evaluations are returned to the team members who compiled the report. The UAB monitors the quality of BOE reports over time in order to identify any weak areas of reporting that may require additional review in training sessions.

Glossary

Accreditation. A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met national standards of educational quality.

Accreditation with stipulations. An NCATE accreditation status that specifies critical deficiencies that must be corrected within a specified time. Failure to correct the deficiencies within the specified time results in revocation of accreditation.

Advanced preparation. Programs at post-baccalaureate levels for (1) the advanced education of teachers who have previously completed initial preparation or (2) the initial and/or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the graduate level.

Annual report. The AACTE/NCATE Joint Data Collection annual report that is required of all NCATE-affiliated institutions.

Candidacy for accreditation. The status granted by NCATE to an institution not currently accredited that has completed the 10 preconditions for an initial accreditation review.

Candidates. Individuals who are seeking admission to or are enrolled in programs for the initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure, majoring in education, and/or pursuing advanced preparation in professional education.

Certification. The process by which a nongovernmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. (Some state agencies, as well, continue to call their licenses *certificates*. See *licensing*.)

Conceptual framework. The rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge.

Content studies. Courses and other learning experiences in the academic or professional area that the candidate plans to teach, for the grade level at which the candidate plans to teach, or for other professional roles in which the candidate plans to serve. Examples of content studies include science, elementary education, school psychology, administration, reading, and physical education. For some content studies such as elementary education, the content and professional studies are closely integrated.

Continuing accreditation. The accreditation status granted by NCATE five years after an institution's professional education unit has been initially accredited and for as long as it continues to satisfy NCATE's standards and requirements. (See *Handbook for Continuing Accreditation Visits* for further elaboration.)

Continuing accreditation with probation. An NCATE accreditation decision rendered following a five-year continuing accreditation visit that indicates that the unit has significant weaknesses related to the NCATE standards, which will place the unit's accreditation in jeopardy if left uncorrected.

Continuing report. A written report prepared by the institution for a continuing accreditation visit that presents an overview of the institution and the education unit, and a summary of changes, new initiatives, and future directions as they pertain to each of the four standards categories.

Cultural diversity. The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, regional/geographical background, and exceptionalities. NCATE does not consider diversity of regional or geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity.

Dispositions. Values, beliefs, and attitudes toward education, students, and communities that guide one's professional practice.

Diversity. The wide range of ways in which human groups and populations have observable and demonstrable physical and behavioral differences.

Educational and instructional technology. The theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning and the use of computers and other technologies in 1) delivery, development, prescription, and assessment of instruction; 2) problem solving; 3) school and classroom administration; 4) educational research; 5) electronic information access and exchange, and 6) personal and professional productivity.

Exemplary practices. Features, characteristics, or activities of a professional education unit that demonstrate superlative examples of meeting the NCATE standards and/or best practice.

Exceptionalities. Physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

Field Experiences. Program components that are conducted in off-campus settings such as a school, community center, or homeless shelter. They include classroom observations, tutoring, assisting teachers and school administrators, student teaching, and internships.

Full-time faculty. Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

General studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

Global perspective. The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, ecological, and social issues of a transnational and global character.

Governance. The system and structure for defining policy and administering procedures for the professional education unit.

Indicators. Operational definitions that suggest the kinds of evidence that professional education units should provide to demonstrate that a standard is met. They are not standards in and of themselves. In determining that a standard is met, Board of Examiners teams will weigh the evidence provided for each indicator as well as other data not necessarily related to indicators but germane to the standard. It is possible for a unit to be judged to meet a standard without addressing each indicator. In such cases, other evidence for meeting the standard will have been offered by the unit and judged as acceptable by the Board of Examiners team.

Initial accreditation. The status granted by NCATE when an institution's professional education unit meets NCATE's current requirements for the first time after 1988.

Initial teacher preparation. Programs at baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

Inquiry. The active involvement in one's academic or specialty area that could range from knowledge generation to exploration and questioning of the field.

Institutional report. A written report prepared by the institution for an initial accreditation visit to describe how the professional education unit meets the NCATE standards.

Integrative studies. Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

Knowledge base. The base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensing. The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional. *Certification* is still used to mean licensing in some states.

Multicultural perspective. (1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; (2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process; and (3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

Nationally recognized program. A program approved by its national specialty organization. If a program is approved by a state in which the state's program has been approved by the relevant national specialty organization, that program in all NCATE-accredited institutions in the state will be nationally recognized.

Part-time faculty. Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical studies. Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

Performance-based licensing. Licensing that is based on an assessment system that measures a teacher candidate's knowledge, skills, dispositions, and outcomes to determine whether he/she can perform effectively as a teacher.

Professional community. Teacher educators, teacher candidates, faculty in general studies and arts and sciences, P-12 practitioners, and others involved in the educational enterprise.

Professional development. Opportunities for higher education faculty to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in P-12 schools, and so forth.

Professional development schools. A specially designed school in which school and higher education faculty collaborate to (1) provide student teaching and internship experiences and (2) support and enable the professional development of teachers in the school and higher education faculty. Faculty also have joint responsibility for the provision of high quality instruction to the school's primary clientele—students.

Professional education faculty. Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching) or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are all considered to be members of an institution's professional education unit.

Professional education unit. The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel. (The institution as a whole may also be considered to be the unit.) Although it is not essential that all professional education programs be administratively housed in the unit, the NCATE standard on governance and accountability requires that all professional education programs in an institution be organized, unified, and coordinated by the unit.

Professional studies. Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

Program. A planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program approval. The process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

Protocol. The procedures that guide joint state-NCATE site visits in states that have partnership agreements with NCATE.

Rejoinder. The institution's written response to the Board of Examiners report, which may take the form of a letter or a document. A rejoinder is required of all institutions following their receipt of the BOE report.

Scholarly activities. The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published in refereed journals, program evaluation studies, documentation of ongoing activities, grant-seeking, and presentations at professional meetings.

School faculty. Licensed practitioners in P-12 schools who provide on-site instruction, supervision, and direction for candidates during field-based assignments.

Sound professional practice. Educational strategies and practices that have evolved from the successful experiences of educators and that are generally recognized and accepted by the professional community.

State approval. A governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state licensing. State approval is used synonymously with program approval.

State professional standards board. Independent state governing body with authority for teacher licensing, license renewal, revocation, and teacher education program approval within a state.

Student teaching. An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

Teacher educators. Professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching, and internships.

Third-year review. The interim review of an institution's annual reports that is issued by NCATE at the midpoint of the accreditation cycle, once an institution has had an initial review. The third-year review indicates areas of continuing weakness, as well as emerging problems that may need attention by the institution prior to its continuing accreditation visit.

Unit head. The individual—usually a dean, director, or chair—officially designated to represent the professional education unit and assigned authority and responsibility for its overall administration and operation.

Weaknesses. The features and characteristics that prevent the unit from being effective at the level expected to meet an NCATE standard or standards.

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